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Save the Children

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Acronyms and Abbreviations

CEC	Community Education Committee
DG	Director General
EMIS	Education Management Information System
GEF	Girls Empowerment Forum
LMA	Labor Market Assessment
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOU	Memorandum of Understanding
MOLYS	Ministry of Labor, Youth and Sports
MoYSC	Ministry of Youth, Sports and Culture
MUDAN	Mudug Development Association Network
NFE	Non-formal Education
PMP	Performance Management Plan
SIP	School Improvement Plans
SONYO	Somaliland National Youth Organization
SYLI	Somali Youth Leaders Initiative
USG	United States Government
TLM	Teaching Learning Materials
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
WCGCE	Women Council for Girl Child Education

I. EXECUTIVE SUMMARY

This report describes the implementation and achievements made by the SYLI Consortium partners during the first quarter of the third year of implementation.

During the quarter Gabiley and Jidali Secondary school constructions were completed and handed over to the community. Similarly, the construction and rehabilitation of 121 classrooms and 106 latrines began in 13 secondary schools in Somaliland and Mogadishu during the quarter. This brings the total number of classrooms to 107 and latrines constructed or rehabilitated to 99, to-date. These constructions have positively impacted the learning system in the schools with most of the supported secondary schools reporting increased enrolments relative to the previous school calendar year.

Besides the construction and rehabilitations, other forms of improving the learning environments were tackled by the program. These include the distribution of desks to the schools especially for the newly constructed classrooms as well as the schools where the assessments revealed severe shortage of desks.

The school based student clubs have empowered and given the students the opportunity to participate in various activities in the school. In Ardale, the students conducted awareness campaigns on the importance of education, illegal migration that is causing students to drop out of school, hygiene and sanitation campaigns, as well academic and sporting competitions. In Adan Isaaq, students raised funds and installed electric bells in all classrooms to keep lessons on schedule.

During the quarter, Mercy Corps also completed the distribution of the remaining 282 solar lamps donated by DLight and Living Social in the previous year. 114 boys and 133 girls from households without electricity from 19 schools in Togdheer, Sool and Sanaag benefitted from the lights that are aimed at helping them undertake their studies at home.

The Capacity of the MoE to deliver quality education services was also improved through the deployment of Curriculum Development Technical Advisor to support the MoE in the review of the curriculum. The TA reviewed the curriculum road map earlier developed by the MoE and other implementing partners by including other aspects critical to the curriculum that had been missed. As well, Mercy Corps supported the MoE to finalize the development of the Education Act which was submitted to parliament for ratification.

CECs played a significant role in school development by implementing aspects of School Improvement Plans (SIP) with grants provided by Mercy Corps and other local sources. Activities implemented by CECs include connecting schools to water and electricity mains, mobilizing communities for enrolment, funding end term exams and supporting the training of support staff in office and financial management. This has made CECs more active and has helped raise their profile.

The literacy and numeracy skills for the youth who missed out on formal education have been improved through the non-formal education program. A total of 1,253 youth (85 male, 1,168 female) were enrolled for the NFE training during the quarter. On the other hand, 640 youth (175 male and 465 female) completed the numeracy and literacy programs during the same period. In order to improve the management and delivery of NFE programs, 33 NFE center managers and tutors (17 male, 16 female) were trained on general management and leadership, life skills, financial literacy and entrepreneurship. In addition, 3,598 TLMs were distributed to 10 NFE centers in Hargeisa, Borama and Berbera.

The employability of youth has also been improved through the vocational skills trainings and apprenticeship program. A total of 239 youth (109 male, 134 female) were enrolled in both IBTEVT and EBTVEVT programs in different centers in Somaliland, Puntland and Mogadishu for the 6 months training program. Another 30 youth (19 male, 11 female) from Berbera were trained on

entrepreneurship after which they submitted business proposals for consideration for business grants. A joint review of the proposals by a team composed of Ministry of Youth and Mercy Corps recommended 12 of the proposals for funding in the next quarter.

During the quarter, GCC youth implemented several community service events. This included peer to peer training conducted for school children on importance of education, citizenship and problem solving, and tree planting. Similarly, sports for change events were organized for 2 schools in Gabiley. The events, which were preceded by a 5-day training on sports for change, brought together over 570 youth as participants and spectators.

Project Administration

Construction and rehabilitation of secondary schools in Mogadishu continued to face the challenges of IDP occupation and the threat of their conversion to primary schools. Construction and rehabilitation work in some of the target schools have not yet began due to the slow IDP relocation process by the local government administration while in some of the schools where the rehabilitation work has begun, the process has been slowed down by the same as the IDPs are still occupying some portions of the structures to be renovated.

There has also been a desire by the Directorate of Education to convert the secondary schools whose renovation are near completion to primary schools in response to the huge demand of the primary education in Mogadishu and the Central in General. This may interfere with the achievement of the program objectives as primary education is currently not within the scope of the program.

The Somaliland Ministry of Education has put pressure on the program for the rebuilding of a secondary school whose proposed work is currently beyond the general budget allocated for the target schools

Next Quarter's Work Plan

In the next quarter, greater focus will be on completion of ongoing construction work, provision of students' desks and handing over of the structures to the MoE and community. The program will also focus on scaling up strategies to increase enrolment, retention and completion, with focus on girls. The school based mentoring of the CECs on planning and implementation of school development programs will continue through the CEC sub-granting mechanism. The life skills training of students will continue through the support of students' club activities.

The program will also focus on the monitoring and supervision of the teacher training programs in order to enhance the quality of the trainings. This will include monitoring visits to the Teacher Training Institutes (TTIs) during the TTI based sessions and the school based monitoring and mentoring support to the teachers. The mentorship will target the teachers enrolled for the in-service training program and the head teachers with focus on preparation of professional documents (schemes of work, lesson plans and records of work), methodology, use of teaching and learning material, financial management and instructional leadership.

With most new enrolments for NFE and TVET programs done in the current quarter, Next quarter will focus on enhancing quality of these interventions through regular monitoring visits to the training centers, provision teaching and learning materials especially to the NFE centers and planning with the MoE for the administration of final examination to the graduating students.

With regard to the civic engagement, the trained youth leaders will be facilitated to plan, mobilize communities and resources and implement community service activities. Sports for change events will also be scaled up for both in and out of school youth. The youth will also be supported to implement advocacy initiatives based on priorities identified during the first quarter.

II. KEY ACHIEVEMENTS (Qualitative Impact)

Improved enrollment in schools

The constructions and rehabilitations that have been completed across 20 schools have encouraged more children to enroll in target schools. Enrolments in Form I (Grade 9) have continued to increase in these schools. This attributed to the improved school environment resulting from decongestion, better desks, increased number of textbooks and better teacher and learning resulting from the trainings teachers and school managers (CECs and head teachers have received).

Girls' empowerment forums (GEFs)

The establishment of the girl's empowerment forums (GEF) has improved the participation of girls in the school activities and has also given them the voice to advocate for their needs in the school. During the quarter, the GEFs of Sheikh Ali Jowhar and Adan Isaaq in Borama planned and carried out various activities in their respective schools. Some of the activities carried out include regular hygiene campaigns that involved the cleaning of the school compound to keep it safe and conducive for teaching and learning and planting of trees. These activities have also contributed to the improvement of the profile and confidence among girls.

School based student clubs

The life skills trainings for the students through the various student clubs have improved the participation of students in various school activities. At Ardale Secondary, the student clubs conducted an advocacy campaign on the importance of education and against illegal migration that is causing many children to drop out of school, regular hygiene campaigns to keep the school environment clean and academic and sporting competitions. In Adan Isaaq, the students raised funds to install electric bells in all classes to keep lessons on schedule.

Improved community school ownership and management

The trainings and other support to the community education committees (CECs) of the target schools have improved the community capacity and participation in school management. Seven CECs that received grants for implementing certain components of their school improvement plan (SIP) have demonstrated considerable capacity in planning, implementing and monitoring the projects. Activities implemented by the CECs include connecting the schools to the public water and electricity system, establishing rain water harvesting systems, renovating playing grounds and organizing academic as well as sporting competitions.

Role of private sector engagement

The private sector has positively responded to the call to contribute to employment creation for youth. After the networking conferences in Berbera, in this quarter, Jeska Auto Mechanics and Sahil Fishing Company retained 7 and 8 TVET graduates respectively as employees. Other private businesses in the forum also promised to take on more youth as employees instead of sourcing from outside the region.

Contribution of youth in communities

Youth conducted planning sessions to identify critical issues for advocacy. Issues identified include the need for the introduction of sign language in learning institutions to meet the needs of the deaf, provision of recreation opportunities for youth, reduction of cost of basic needs like electrify and youth unemployment. Similarly, youth implemented community service events to improve their communities. Activities implemented include awareness rising on illegal migration that is on the rise with youth migrating in search of better lives and environmental conservation awareness raising through tree planting.

III. PROGRAM PROGRESS (Quantitative Impact)

**IRI: FAIR AND EQUITABLE SECONDARY EDUCATION SERVICES IMPROVED
FOR AT LEAST 25,000 SOMALI YOUTH**

SOMALILAND

Outcome I: Increased access to secondary education

a) Construction and Rehabilitation of Schools

i. Supervision of constructions and handing over of completed work

The construction and rehabilitation work was completed in 2 secondary schools in Somaliland (Jidale in Sanaag region and Gabiley secondary in Gabiley region) and handed over to the community. At New Gabiley Secondary School in Marodijeex region, Mercy Corps handed over the completed constructions (4 classrooms, 8 latrines, office space and a water tank) to the community and MoE. Before handing over the school, consultative meetings were held with the regional education office, the mayor and community to plan for the operationalization of the school. The community and the regional education officials have developed a plan to operationalize the school. The outline of the plan includes:

- Enrolment of new students through decongestion of a nearby secondary school
- Employment 5 teachers by the Regional Education Office
- Borrow textbooks from the neighboring schools
- Provision of teachers' furniture and other school supplies by the Regional Education Office

The community has mobilized resources and employed a guard to take care of the school till such a time when it becomes operational. The operationalization of the school will improve access to secondary education by creating new opportunities for enrolment.

At Jirdale, CARE in collaboration with the Sanaag Region Local Government handed over the completed constructions (4 classrooms, 4 latrines and a water tank) to the Ministry of Education and the community. The hand-over took place in the presence of enthusiastic Jiidali community who extended their thankful message to USAID for the support that has enabled them realize their dream for decades.

The construction work is currently ongoing in six schools: Gacanlibah in Marodijeex region, Armale and Garadag in Sanaag region, and Koryale, New Burco and Gutale secondary schools in Togdher region. In the 6 schools, 22 new classrooms and 28 latrines are being built. In addition to the classrooms and latrines, 4 water facilities, 3 office blocks, and 2 fences are under construction.

Table I below shows a summary of completed and ongoing construction and rehabilitation work in Somaliland during the 1st quarter of the 3rd year of implementation.

Table 1: Completed & ongoing (built or repaired) classrooms and other structures in Somaliland

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
A) Constructions completed in this quarter (Quarter I FY2014)						
1	Gabiley	4	0	8	0	Construction of water tank, office space and store
2	Jirdale	4	0	4	0	Construction of water tank and office space
Total for this quarter		8	0	12	0	
B) Constructions completed in the previous quarters						
1	Adan Isaaq	4	0	0	4	Construction of one circular ground masonry water tank
2	Sheikh Ali Jowhar	4	0	6	0	Construction of one circular ground masonry water tank
3	Yufle	4	0	4	0	Construction of water tank and office space
4	Haji Aden	3	0	0	0	Girl friendly space and one water facility
5	Saba	4	0	4	0	Installation of four hand wash and construction of one water facility
6	Sheikh Bashir	0	0	4	0	
7	Gandi	0	15	3	8	Three offices, two stores, four hand wash facilities and one water point
8	Farah Omar	0	15	6	0	Two science laboratories, one library, two hand wash facilities and one water tank
9	Waran Cade	3	0	6	0	255m fence/wall, two hand wash facilities and one water facility
10	Mohamud Ali	4	0	0	0	63m fence/wall and rehabilitation of 138m of fence and construction of one water facility
11	26 June	4	0	6	0	One ground surface masonry water reservoir to supply water to the elevated masonry water tank and two hand wash facilities
Total for previous quarters		30	30	39	12	
C) Ongoing constructions						
1	New Burco	4	0	4	0	Construction of water tank and office space
2	GacanLibaax	4	0	6	0	Installation of 17 hand wash basins and construction of water tank
3	Koryale	2	0	4	0	Water tank and pipe installation
4	Gutaale	2	0	2	0	Fencing wall
5	Armale	4	0	4	0	Admin block and water tank
6	Garadag	2	0	4	0	Fencing wall
7	New Erigavo	4	0	4	0	Admin block and water tank
Total for ongoing constructions		22	0	28	0	
Total for ongoing & Completed constructions		60	30	79	12	

ii. Enrollment in Supported Schools

The current schools' academic year (September 2013/June 2014) began in August/September 2014. Collection of the enrolment data for this academic year is still in progress and will be reported in the next quarter's report. Last year's (September 2012/June 2013) total enrolments in supported schools stood at 9,143 (6,487 boys, 2,656 girls).

In some of the schools where the enrolment data for this year has been completed, the results show both increase and decrease with some schools registering significant increase while some showing a decrease. All the schools however registered increased enrolment of form I (grade 9), but there is still an overall decrease in enrolment in the eight schools by 7.1%. Interviews with head teachers

and CECs indicate many students are migrating out of the country in search of better life and opportunities. The GCC youth will, in the next quarters, increase their advocacy campaigns against the illegal migration of youth in a bid to stem worrying school dropout rates. Table 2 below show the changes in enrolments between the current and previous academic years.

Table 2: Changes in Enrollments in the SYLI supported Secondary Schools in Somaliland

No	School	Region	Male	Female	Total Current Year	Total Previous Year	% increase in enrolment
1	Farah Omar Secondary	Maroodijeex	748	296	1044	1318	-20.8%
2	Gandi Secondary School	Maroodijeex	391	164	555	678	-18.1%
3	Warancade school	Maroodijeex	361	114	475	393	20.9%
4	Elbuh Secondary School	Sanaag	54	42	96	57	68.4%
5	Haji Aden Secondary	Sanaag	419	221	640	714	-10.4%
6	Sheikh Bashir	Togdheer	784	283	1067	1036	3.0%
7	Aden Isaac Secondary	Awdal	454	220	674	638	5.6%
8	Sheikh Ali Jowhar	Awdal	524	259	783	910	-14.0%
	Total		3735	1599	5334	5744	-7.1%

b) Promoting Girls' Access to Secondary Education

The SYLI Consortium and MoE have designed a community driven awareness raising and advocacy strategy to promote the secondary enrolment of girls. The strategy includes the establishment of regional Women Committee for Girl Child Education (WCGCE) and secondary school based Girl Empowerment Forums (GEFs).

During the reporting period, WCGCE in Maroodi Jeex conducted visits to all the schools in Hargeisa. During the visit, they held talks with teachers and students alike and emphasized the importance of education especially for the girl child. The visits were also used to discuss the common challenges girls face in their pursuit for education and to inform the schools of the role of the WCGCE group and their planned activities.

In addition, Mercy Corps and the MoE supported the WCGCE to conduct a one day review and planning meeting. The meeting was chaired by Director of the Gender Unit of MoE who emphasized the importance of having meetings on regular basis. During the meeting, the following activities were prioritized for the next quarter: community mobilization and awareness raising of parents, CECs, and religious leaders to promote girls education, mobilization of resources to promote girls' education and advocacy for a policy framework for employment of female teachers in schools.

On the other hand, GEFs of Sheikh Ali Jowhar and Adan Isaaq carried out hygiene and sanitation campaigns in their respective schools every Thursday of the week and raised funds to buy trees for planting to improve the general school environment.

c) Co-curricular Activities

The SYLI program is designed to equip secondary students with the necessary life skills that will enable them to become responsible and positively contribute to the community. The life skills are to be imparted through various school based student clubs.

In the first quarter of FY2014, Mercy Corps conducted follow up monitoring visit to the students clubs from 3 schools in Borama, (Sheikh Ali Jowhar, Ardale, and Aden Isaaq secondary schools) on the achievements as per their action plans which they developed after the training. At Ardale, the student clubs conducted awareness-raising on the importance of education and risk of illegal immigration among the youth, an issue that is at its peak in the whole country. The students also

conducted hygiene and sanitation campaign, sport tournament and tree planting campaign to improve and preserve the school environment. At Adan Isaaq secondary, the student clubs contributed funds and installed electric bells in all classes to help in keeping lesson time. In Sheikh Ali Jawhar, the student clubs conducted regular hygiene and sanitation campaign in order to make the school environment conducive for teaching and learning.

Also, Farah Omar student clubs and CEC in collaboration with school head teacher/teachers organized a school opening and graduation ceremony. The ceremony was attended by the REO of Marodijeex region. Key speakers including MoE officers, parents and teachers emphasized the importance of collaboration among the stakeholders including parents, teachers and students in promoting the education. During the ceremony, students, through their clubs, performed drama items aimed sensitizing the communities especially the youth against illegal immigration and the importance of education. The function was the first of its kind in the school, and was aimed at demonstrating the improved working relationship amongst teachers, parents and students. It also gave students a voice as well as an opportunity to actively participate in school matters.

d) School Sanitation and Hygiene Education Training

The school Sanitation and Hygiene Education (SSHE) training is designed to improve the school communities' hygiene and sanitation practices through promoting proper use and maintenance of WASH facilities at the schools. Selected group of students, parents and teachers are trained on sanitation and hygiene through the PHAST methodology as TOTs to train the entire school population through peer to peer trainings.

During the reporting period, Mercy Corps, in collaboration with the respective regional education offices in Maroodi Jeex and Awdal, conducted school sanitation and hygiene education (SSHE) trainings for 144 people (72 male, 72 female) comprising of 126 students, 9 teachers and 9 parent representatives from 9 schools Gandi, Gacan Libaax, Farax Omar, 26th June, Mohamud Ahmed Ali, Waranacade, Ardale, Adan Isaaq and Sheikh Ali Jowhar. The trainings which were facilitated by Mercy Corps' WASH Officer were also attended by MoE representative from each region. Topics covered in the trainings included school sanitation mapping, school sanitation challenges, personal hygiene practices, hand washing approaches, hygiene and sanitation-related barriers to girls' education.

During the trainings, participants developed action plans which they will implement in their respective schools. Mercy Corps plans to support the schools with school hygiene and sanitation kit to improve the sanitation standards of the target schools.

Outcome 2: Enhanced quality of secondary education

a) Teacher Trainings

i. In-service Teacher Training

During the quarter, Mercy Corps and the MoE held a series of review and planning meetings with Teacher Training Institutes (TTIs); Hargeisa University, Golis University, Amoud University, Burco University, Horn International University and Nugal University selected to provide the 3 month in-service training program for teachers in Math, English and sciences. The meetings, which were chaired by the DG, were used to share the outcomes and experiences of the previous session (first session) and discuss ways to improve the program. TTIs were asked to closely monitor the delivery of the programs by providing adequate laboratory material and other teaching aids in preparation for the January 2014 session.

ii. Pre-service Teacher Training

During this quarter, the 50 female teacher trainees undertaking the 20-month pre-service program at Amoud University began the second semester of the course. Mercy Corps in collaboration with the MoE conducted routine monitoring visits to the University to ensure the program was on schedule and that the university was giving the trainees adequate support and mentorship to enable them to complete the course. During such visits, the monitoring teams also held talks with the trainees and encouraged them to work hard and endeavor to complete the course.

b) Furniture for Schools

In order to make classrooms more conducive for learning, the SYLI program provides students furniture for all the new classrooms constructed and in other cases to other classrooms whenever there is need. Desks are important in providing comfort to the students and thus improving the general teaching and learning environment. The secondary schools assessment conducted at the beginning of the SYLI program revealed that most schools did not have adequate desks in relation to the student population. For Sanaag region the situation was even worse as schools like Armale, Saba, Yufle and Jidale secondary schools did not have any single desks which meant that the students were either sitting on the floor or they had to carry their own chairs from home. For most of the schools, the desk to student ratio did not reflect the 1:3 recommended by the MoE.

During the quarter, Mercy Corps and CARE distributed 357 (3-seater) wooden desks for the new classrooms constructed in Sanaag, Togdheer and Gabiley regions. The desks will provide a conducive learning environment for the at least 1071 learners who will be using them once the school becomes operational. The school management, CEC, CARE and respective REOs participated in the distribution exercise. The design of the desks is consistent to the design approved by the MoE.

Table 3: Provision of desks to Schools

S/N	Name of the School	# of desks distributed
	Desks distributed this quarter FY14 Q1	
1	Sanaag region	210
2	Togdheer region	75
3	Gabiley region	72
	Total	357
	Desks distributed during the previous quarters	
1	Sanaag region	105
2	Togdheer region	45
3	Awdal region	144
	Marodijeex region	414
	Total	708

c) Distribution of learning materials (Chalk)

Following a request from the Director General, MOE&HS and as part of support to secondary education, CARE distributed chalks to 10 SYLI supported secondary schools in Togdheer, Sool and Sanaag regions. This is meant to improve the classroom teaching and learning process.

d) Distribution of Solar Lamps

Mercy Corps in collaboration with the regional MoE made the distribution of the final batch of solar lamps donated by DLight and Living Social to 497 (268 male, 229 female) students in 27 schools in Togdheer, Sool and Sanaag regions. The lamps targeted students in remote schools without access to electricity and are meant to help the target children to study at home and complete their assignments. During the distribution, Mercy Corps program staff trained the beneficiaries on the use and maintenance of the lamps. Beneficiaries for the lamps were selected by the regional MoE representatives and the teachers following an established criterion.

Outcome 3: Strengthening the Capacity of Ministry of Education

a) Construction of MoE Office Building

The construction of the MOE Somaliland Office building that was launched in the 4th quarter of the second year continued. By the end of the quarter, the contractor was working on the installation of electricity, internet/telephone, water connections, plumbing and rain water collection for the suspended slab, and the staircase to second floor was also cast. The building is a one story block consisting of 24 offices, wash rooms and a conference hall facility.

Supervision of the construction was conducted on regular basis by Mercy Corps Program Engineers, a site supervisor contracted by Mercy Corps, the MOE Engineer and the Ministry of Public Works. Once completed, the building will contribute to the effective service delivery in the Ministry by providing a conducive working environment for the MoE staff who are currently housed in the old structure that is not adequate.

b) Support to Regional Education Offices

Mercy Corps in collaboration with MOE and other agencies conducted a capacity and training needs assessment for the Regional and District Education Offices across Somaliland in the last quarter. An interim report for the assessment has been submitted by the external consultant. The report points out the following critical gaps which the SYLI Consortium Partners MoE and other stakeholders will discuss, prioritize and develop an implementation plan. The key capacity gap areas identified in the report include;

- Financial planning and management functions
- Staffing and Human Resource Management and Development
- Planning
- Education Management Information System (EMIS)
- Quality assurance/Monitoring and evaluation

c) Technical Support to Ministry of Education

During the quarter, Mercy Corps recruited an external consultant to support the MoE to address the myriad curriculum issues in the education sector. The MoE actively participated in the development of the Position Description (PD) for the position and in the interviews and selection of the consultant.

The consultant has so far led the MoE in reviewing and filling the gaps in the curriculum road map that was earlier developed by the MoE in collaboration with other agencies. He has helped to identify the discussion points/themes for the national curriculum conference scheduled for February 2014.

On request from the DG, the consultant has also developed a concept note on revamping the Curriculum Department that proposes a raft of measures that include hiring and training of key staff and provision of requisite equipment.

d) Review of Education Act

During the quarter, Mercy Corps supported the MoE to finalize the review of the Education Act. The process that was undertaken by two local consultants with experience in education and legal matters, involved the updating and harmonizing the two drafts of 2009 and 2010 developed by the MoE but were never finalized.

The process took two months and involved review of the two existing drafts, consultative meetings and workshops with key Ministry departments and sections, and the government legal advisor. Upon the conclusion of the development stage, the draft was presented for discussion and approval by the council of ministers and subsequently submitted to the parliament for ratification.

Once ratified, the Act will provide the much needed guidance on the management of education in Somaliland on issues such as the system of education, assessment and examinations, administration and management of teachers, head-teachers and other educational personnel, schools inspection and quality assurance, education finance, resources and investment, and technologies for education.

Outcome 4: Somali ownership of Secondary Education strengthened

The community ownership of secondary education is being enhanced through two pronged approach; training of the school management committees/community education committees and limited financial support to the committees to implement their school improvement plans.

a) School Improvement Grants

During the quarter, Mercy Corps conducted follow up monitoring of the implementation of the School Improvement Plan under the CEC grants disbursed to eight schools in the previous quarter.

Using the grant provided by Mercy Corps, Warancade secondary sponsored the training of the school secretary on office management skills at a local college and covered the costs for examination papers for last school academic year, conducted sensitization meetings with parents on enrollment to fill up the new classrooms, connected the school to electricity and established a rain water catchment system that will provide sufficient water for storage. The electricity will enable learners to undertake their studies very early in the mornings as well as late in the evenings and facilitate the use of ICT in education, while the extra source of water will help cut down on the cost of tracking water and improve the school hygiene and sanitation standard.

26th June secondary procured a projector that will be used to support teaching and learning and also covered the cost of examination papers for last school academic examination.

Farah Omar spent the grant on establishment and provision of sports material to sports teams, development of school rules and regulations to improve student discipline, procurement of a projector to support teaching and learning and organizing interclass academic competitions.

Gandi secondary used the grant to connect the school to the electricity mains and established a rain water catchment system that will provide sufficient water for storage in a 3200 liters water tank constructed by the program. These will enable learners to undertake their studies very early in the mornings and late in the evenings as well as help in improving the school hygiene and sanitation standards as well as provide enough water for drinking. The school also conducted sensitization meetings with GEF, CEC and teachers to promote girls' education.

In Borama, Sheikh Ali Jawhar spent the grant to connect the school to the electricity mains, rehabilitated the basketball ground, and conducted inter-class academic competition where winning students were rewarded with educational material including pens, books and geometrical sets. In Adan Isaaq, the grant was used for buying and planting tree seedlings in the school, connecting the school to the municipal water and electricity mains and supporting the training of admin/finance staff in order to improve school records (including financial). In Ardale, the grant was used to procure a projector for teaching and learning and organizing inter-class competitions.

Besides giving the school communities an opportunity to actively participate in school management, these activities are expected to contribute to the quality of the school environment and the quality of education and therefore encourage more students to enroll, attend and complete school.

PUNTLAND

Outcome 1: Increased access to secondary education

a) Construction and Rehabilitation of Schools

The constructions in four secondary schools (Kalabay in Nugal region, Haji Salad & Sh. Abdalla Ibrahim in Bari region and Nawawi in Karkar region) continued during the quarter. Three of the schools have been completed and are scheduled for the final supervision while Haji Salad is in the final finishing stage. In these four schools, Mercy Corps is constructing 12 classrooms, 9 latrines with hand wash facilities, two fence walls and three water storage tanks. The quality of work is being enhanced through the regular site supervision visits done by the MoE and Mercy Corps Engineer, the daily supervision done by the CECs and the day to day technical site supervision carried out by the site supervisors.

Table 4: Completed & ongoing (built or repaired) classrooms and other structures in Puntland

S/N	School	# Classrooms		# Latrines		Others
		New	Repair	New	Repair	
a) Completed schools during quarter 4 - FY13						
Total		0	0	0	0	
b) Completed schools during the previous quarters of FY13						
1	Sheikh Osman	2	0	0	0	1 water pump
2	Hingalool	4	0	4	0	260 meters perimeter fence, and water kiosk
3	Burtinle	-	8	-	16	Rehabilitation of one water facility, four science laboratories, one library, and one administration block of six rooms
4	Bosaso Public	4	5	-	10	Construction of 30m of wall/fence, six hand wash facilities
5	White Tower	-	8	-	6	A water facility, 2 hand wash facilities, office block and library.
6	Yassin Nur	4	-	-	-	One water facility and one girl friendly space
7	Xin-Galool	4	-	4	-	One hand wash facility and a perimeter wall fence
Total		18	21	4	32	
c) Ongoing constructions						
1	Kalabayr	3	0	0	0	
2	Ufeyn	2	0	3	0	1 water tank, 1 hand wash facility, 1 store and a perimeter wall fence
3	Carmo	3	0	6	0	2 water tanks, 1 office block, 1 store and a perimeter wall fence
4	Nawawi	3	0	0	0	
Total		11	0	9	0	

b) Enrollment

The total enrolment in the 12 supported schools in Puntland is 6846 learners (4694 boys and 2152 girls). This is composed of 606 learners (336 boys and 270 girls) in the 4 schools (Kalabay in Nugal region, Haji Salad & Sh. Abdalla Ibrahim in Bari region and Nawawi in Karkar region) that are under construction and rehabilitation and 6,095 learners (4,256 boys and 1839 girls) in 8 schools completed in FY13. The analysis of enrolment between the current and previous academic years shows an overall 8% increase in enrolment the 8 secondary schools as shown in table 5 below. Discussion with the head teachers indicated that the new constructions and renovations have greatly contributed to the increased enrolments registered by the schools.

Table 5: Beginning of Year Enrolments for SYLI Supported Schools in Puntland

No	School	Region	Male	Female	Total Current Year	Total Previous Year	% enrolment increase
1.	Burtinle Secondary School	Nugaal	145	94	239	202	18.3%
2.	Gambool Secondary School	Nugaal	1234	532	1766	1775	-0.5%
3.	Omar Samatar Secondary	Mudug	1439	726	2165	2068	4.7%
4.	Yasin Nor Secondary School	Mudug	314	51	365	181	101.7%
5.	Sheikh Osman Secondary	Karkaar	367	180	547	434	26.0%
6.	Bosaso Public Secondary School	Bari	629	202	831	830	0.1%
7.	White Tower Secondary School	Bari	128	54	182	186	-2.2%
8.	Xin-Galool	Sanaag	102	43	145	103	40.8%
9.	Kalabyr secondary	Nugaal	53	30	83		
10.	Abdalla Ibrahim (Ufeyn)	Bari	94	25	119	-	-
11.	Haji Salad (Armo)	Bari	86	45	131	-	-
12.	Nwawi Secondary	Karkaar	103	170	273	-	-
						-	-
	Total		4694	2152	6846	-	-

c) Promoting Girls' Access to Secondary Education

The Women Council for Girl Child Education (WCGCE) organized community mobilization and awareness raising event on girl's education in Gallkayo, Mudug region during the quarter. This was a four day event with the first three days characterized by visits to secondary schools, community centers and government offices and holding meetings/discussions with the key individuals on the challenges and barriers to the girls' education. The fourth day was marked by a public meeting with the parents, government officials including the REO, teachers, students and religious leaders at the Mudug Women Organization's conference hall in which the subject was clearly discussed.

The WCGCE plans to extend such community mobilization and awareness raising events on the promotion of girl child education to the other regions of Puntland; Sool, Sanag, Karkar and Bari in the next quarter. A review meeting with the MoE is also scheduled in the next quarter to discuss their strategies/plans, progress and way forward.

Outcome 2: Enhanced Quality of Secondary Education**a) Teacher Training****i. In-Service Teacher Training**

The two years in-service teacher training that leads to professional diploma certification for 75 teachers continued during the quarter. The institute based training sessions at the three local Teacher Training Institutes (TTIs) will resume in January 2014.

In the reporting quarter, SYLI Consortium and MoE have organized and conducted three days mentoring workshop for the TTIs trainers and the MoE officials from the Secondary Education and Teacher training departments. The workshop was intended to familiarize the concept of mentoring with the TTI trainers and MoE officials so that there is clear understanding of the methodology and the expected outcomes. The mentoring tools to be used were also discussed and reviewed and a mini-mentoring activity in two selected schools in Garowe done in the third day of the workshop.

Mercy Corps and MoE conducted joint supervision to the selected secondary schools where the in-service teachers are deployed and 23 (30%) of the teachers supervised. The joint supervision team checked the application of the teaching methods delivered in the last session, assessed key the mentoring areas needed by the teachers and checked the course works and reference materials given by the TTIs.

II. Pre service Teacher Training

Mercy Corps in collaboration with the MoE has selected and enrolled 36 female pre-service teachers in two local TTIs (East Africa University, 16 and Garowe Teachers Education College, 20) for two year professional secondary teacher training diploma certification. The secondary school graduate girls will start the course in January 2014. The trainees were selected through a competitive process that is based on a regional quota system that ensures trainees come from all the regions of Puntland. The training opportunities were advertised through the media (radio and newspaper) and interested qualified female candidates submitted their applications at the region where they come from for the onward submission to the central level. In an assessment done in 45 secondary schools in Puntland by SYLI at the beginning of the program, it was noted that less than 2% of the secondary school teachers in Puntland are female. The teacher training program will therefore increase the number of female teachers in secondary schools.

b) Furniture to schools

During the quarter, Mercy Corps distributed 108 desks to two secondary schools in Puntland, Nawawi School in Karkar region and Kalabayr School in Nugal region with each school receiving 54 desks. The desks are meant for the three new classrooms constructed by the SYLI program. The fabrication of another 108 desks for two other secondary schools, Haji Salad and Sheikh Abdalla Ibrahim in Bari region has been completed and will be delivered to the schools next quarter. These are also meant for the three new classrooms constructed in each of the school. At least 648 students from the four schools will benefit from the desks.

Outcome 4: Somali Ownership of Secondary Education Strengthened

a) Development School Improvement Plan (SIP)

The Community Education Committees of three secondary schools (Gambol, Sh. Osman and Omar Samatar) successfully completed the preparation of a three year school improvement plan (SIP) and have submitted to the MoE for endorsement. The SIPs were developed with the participation of teachers and parents representatives and approved by the regional education officers. The SIP will not only guide the CECs' interventions but will also guide the MoE and other agencies support for the schools. Three grants worth \$1,500 to support some of the prioritized SIP activities have been processed and will be released to the schools in the next quarter.

b) School Improvement Grants

Two Secondary Schools (White Tower and Bosaso Public) in Bosaso, Bari region, were given grants worth \$1,500 to support the implementation of prioritized SIP activities. MoE and Mercy Corps jointly monitored the implementation of the grants to ensure proper utilization of the funds and accountability. Some of the activities being implemented by the grants include repair of desks and fence walls, purchase of cameras and projectors. The grant is a CEC capacity building strategy as it provides the opportunity for the CECs to be practically guided on project planning, implementation and management.

MOGADISHU

Outcome I: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

I. Identification and Assessment of New Schools

During the reporting period, Mercy Corps in collaboration with Department of Education (DoE) identified three secondary schools for infrastructure development support. These include Mohamud Ahmed Ali in Mogadishu and Rugta and Gulwade in Kismaayo. A team of Mercy Corps supported by DoE engineers conducted preliminary assessments and identified priority needs. The bills of quantities, technical drawings, and tendering processes for the works to be undertaken in these schools will be done in the next quarter.

II. Launch of Construction of Schools

During the quarter, Mercy Corps launched the construction and renovation work in two secondary schools in Mogadishu. These include Kahda and Hantiwadag secondary schools. Construction of Kahda secondary school is in progress and has reached 70% level of completion while the renovation of Hantiwadag is at 50% level of completion.

In addition to those activities, Mercy Corps also continued with the renovation work of Moalim Jama Secondary School that was began in FY13. Table 6 below shows the ongoing construction and renovation work in Mogadishu.

Table 6: Ongoing Construction and Renovation Work in Mogadishu

S/N	School	# classrooms		# Latrines		Other Structures
		New	Repair	New	Repair	
1.	Moalim Jama	0	33	0	50	Two offices, one water tank
2.	General Daud	0	16	0	6	Two offices, school fence
3.	Hantiwadag	0	10	0	0	Kitchen
4	Kahda	10	0	6	0	Two offices, one store and one water tank
Total		10	59	6	56	11



Construction for Kahda secondary school at wall level

Outcome 2: Enhanced quality of secondary education

a) Furniture for Schools

Mercy Corps completed the procurement and distribution of 395 student desks to Moalim Jama secondary school. The desks will improve the learning environment for 1485 learners who are expected to make use of them once the school is operationalized.

GALMUDUG

Outcome 1: Increased Access to Secondary Education

a) Construction and Rehabilitation of Schools

i. Identification and Assessment of Schools

SYLI in collaboration with Ministry of Education (MoE) rolled out implementation of activities in Galmudug region. There are seven secondary schools in the region with five in Galgacyo town and remaining two in El-Gulla and Galinsoor towns. Elected community members around these schools manage day-to-day affairs of these institutions. They recruit teachers and support staffs, and pay their wages through monthly fees imposed on students. External support has been limited. MoE play supervisory role in the sector with lack of both technical and financial capacity hindering its effort.

The program identified three schools for both expansion and rehabilitation work to supplement the effort of the local communities. These are Mudug, SYL, and El-Gulla secondary schools. These schools were selected based on the finding of an initial construction-rehabilitation assessment in collaboration with the ministry of education.

The technical drawings and the bill of quantities for the planned work have been prepared and submitted to USAID for approval. The construction work is expected to begin early next quarter.

Outcome 4: Somali Ownership of secondary school strengthened

a) Community Ownership of Secondary Education

The post training monitoring of the CECs has shown positive improvement of the CECs school management capacity in the areas of record keeping, development of school improvement plan, recruitment of new teachers to enhance quality education and increased visiting frequency to schools by these members. In addition, some of the schools have changed the entire management team of the school by recruiting skilled/qualified personnel to handle the management of the school.

IR 2: AT LEAST 15,000 YOUTH ARE MORE ECONOMICALLY SELF-RELIANT WITH SUPPORTIVE SYSTEMS

CARE is the technical lead for this intermediate result and the main objective is to improve Somali youth's ability to access livelihood and economic opportunities through an integrated approach based on in-depth market analysis, targeted training in life skills, financial literacy, entrepreneurship, and investments in youth-led businesses.

SOMALILAND

Outcome I: 15,000 Youth access NFE and Vocational Education

a) Non-formal Education

i. Graduation Ceremonies for NFE Centers

During the quarter, Mercy Corps in collaboration with the MoE and the management of Haji Haweya NFE in Hargeisa center organized a graduation ceremony for the 66 learners who completed the NFE program. During the ceremony, graduates were awarded completion certificates signed off by both Mercy Corps and the MoE. The event was used to motivate the graduates and also motivate more learners to enroll in NFE programs.

ii. Assessment and Selection of NFE Centers

In a bid to boost the number of NFE enrollments, Mercy Corps and the regional MoEs conducted assessment of 14 NFE centers in Hargeisa, Baligubadle, Salahley and Dacarbudhuq, Arabsiyo and Borama districts. The assessment focused on the type of curriculum offered, management, qualification of tutors and availability of physical facilities including classrooms and was mainly through interview with center management and observation. Based on the assessment report, Mercy Corps and the MoE selected 8 NFE centers for support and subsequently signed cooperative agreements with them and the MoE. The agreements stipulates the roles and responsibilities of each of the parties (NFE Center, MoE and Mercy Corps) involved.

iii. Enrolment of and completion of Learners in NFE Centers

CARE and Mercy Corps continue the support to the NFE centres in all the regions of Somaliland. The support includes mostly stipend for tutors, provision of teaching and learning materials and small grants to offset the center's running cost.

A total of 425 learners (26 male, 399 female) were enrolled in the 8 new centers, with some centers enrolling double classes based on availability of space. Also Mercy Corps continue to support the 858 learners (125 male and 733 female) previously enrolled in 14 NFE centers

640 students (175 male and 465 female) completed their literacy and numeracy course during the quarter from 8 NFE centres supported by CARE. Table 7 below shows the NFE enrolment and completion statistics in Somaliland.

Table7: New NFE Enrolment and completion

No	Region	# of NFE Centers	Male	Female	Total
Enrolments during the quarter Q1FY14					
1	Maroodijeex	8	26	399	425
	Total	8	26	399	425
Enrolments during the previous quarter					
2	Awdal	2	47	101	148
3	Sahil	2	41	156	197
4	Marodijeh	10	37	476	513
	Total	14	125	733	858
Cumulative enrollment		22	151	1,132	1,283
Completions during the quarter Q1FY14					
1	Sool	2	55	105	160
2	Sanaag	4	69	251	320
3	Togdheer	2	51	109	160
	Total	8	175	465	640

iv. Training of NFE Center Managers and Tutors

Mercy Corps together with the MoE conducted a 5-day training for 33 (17 male, 16 female) NFE tutors and center managers drawn from newly identified NFE centers from Baligubadle, Dacarbudhuq, Gabiley and Arabsiyo and Hargeisa districts. The aim of training was to upgrade the participants' knowledge and competencies in management, leadership, life skills, financial literacy and entrepreneurship. The training was facilitated by a local consultant and based on the life skills, financial literacy and entrepreneurship modules developed by MoE and CARITAS.

Also, CARE in collaboration with the NFE and TVET department of MoE conducted NFE tutors training on pedagogical skills for 67 NFE tutors (30 male and 37 female) from the six regions of Somaliland. The NFE tutors who received the training were from 39 centers in six regions which included 15 centres supported by SYLLI. The objective of the training is to enable the tutors to:

- Deliver better, organized, coordinated and quality trainings;
- Deliver responsive, learner friendly and gender sensitive learning approach during the training;
- Prepare lesson plans, keep up to date attendance records and closely liaise with their respective employers.

v. Distribution of TLM to NFE Centers

During the quarter, Mercy Corps distributed 3,598 students' worksheets to ten NFE centers; six in Maroodi Jeex and two each in Awdal and Sahil regions. Each center also received six teachers' guides and other material comprising of exercise books, pencils, pens, erasers and rulers for the learners. Respective center managers thanked Mercy Corps and USAID for the support which they believed would improve the quality of teaching and learning in the centers.

b) Technical Vocational Education and Training

i. Rehabilitation of TVET Centers

The construction of the workshop at Burao Technical Institute which is being managed by CARE was completed during the quarter. The construction of one carpentry workshop was based on the request from the Regional Education Officer and the Burao Technical Institute Principal. The completed workshop will assist Burao Technical Institute to offer carpentry courses and CARE will furnish and hand the facility to the institute management and the REO in the next quarter.

ii. Institute-Based TVET

During the quarter, Mercy Corps entered into a cooperative agreement with Burao Technical Institute (BTI) to continue the provision of training for TVET students. Under the agreement, Mercy Corps will continue to provide institutional grants to the school for the purpose of paying stipends to tutors and covering other operational costs. Subsequently, BTI enrolled 89 trainees (69 male, 20 female) in to three different courses that will take up to six months.

The table below shows the distribution of the trainees across the courses.

Table 8: Distribution of trainees across the courses at Buro Technical Institute

No	Skill Area	Male	Female	Total
1	Office Management	0	20	20
2.	Electricity	38	0	38
3.	Plumbing	31	0	31
	Total	69	20	89

iii. Enterprise-Based TVET Enrollment

During the quarter, Mercy Corps, the Somaliland National Education Certification Board and the MoE distributed completion certificates to the first EBTvet graduates who graduated in the third quarter of the second year. A total of 127 graduates (70 male, 67 female) from all the centers in Maroodi jeex, Awdal and Sahil received their certificates. Besides being a motivation to the graduates, the certificates serve as proof of completion and qualifications in the various courses

offered under the program and will be used by the graduates in search for employment where necessary.

During the quarter, Mercy Corps renewed the cooperative agreements for the provision of enterprise-based training for youth with ten centers in Maroodi Jeex, Awdal and Sahil regions. Under the agreements, Mercy Corps will pay a fee of \$60 for every trainee enrolled that will also cover daily transport costs.

In a bid to improve the delivery of EBTVET programs, Mercy Corps and Save the Children TVET Specialist held a review meeting with four TVET host trainers in Hargeisa. The trainers were advised to make adequate use of the time allocated and expose trainees to practical/actual business as much as possible so as to prepare them to start their own business when they graduate. It was also agreed that the host trainers will share their training materials in order to extract the key competencies that trainees need to acquire on graduation.

In addition, 217 EBTVET learners (135 male and 82 female) completed the six months course in various skills including; electronics, carpentry, beauty therapy, auto mechanics, and basic computer skills. The training was delivered by different enterprise centers supported by CARE. In addition to the practical skills, the training also exposed the trainees to basic business skills such as cost and pricing, customer satisfaction and profit making techniques. Table 9 below gives the summary of the EBTVET completion in Somaliland disaggregated by region and gender.

Table 9: EBTVET Enrollment and Completion

	Region	# of EBTVET Centers	Male	Female	Total
Completions during the Q1FY14					
1.	Togdheer	7	45	22	67
2.	Sool	8	45	35	80
3.	Sanaag	7	46	24	70
	Total	22	84	123	217

c) Private Sector Engagement

SYLI recognizes the crucial role of the private sector in promoting livelihood opportunities for youth. During the quarter, Mercy Corps together with Ministry of Labor and Social Affairs organized a networking forum in Berbera, Sahil region, to mobilize the private sector to contribute to the creation of jobs for youth. The forum brought together private business companies, ministries of education, labor, youth, community elders, TVET center managers and youth organizations. The forum discussed and explored various ways of creating job and internship opportunities for the youth.

During the session, Sahil Fishing Company informed the forum that eight fishing EBTVET graduates had been retained on employment terms after they completed their training. Similarly, Jeska Auto Mechanic also indicated that it had retained as employees seven mechanic graduates. Other business companies in attendance also promised to take on youth into their businesses.

At the close of the forum, six persons were nominated to coordinate linkages between youth and businesses for the purpose of creation of jobs for the youth.

d) Youths' Ability to Access Livelihood Opportunities Increased

i. Entrepreneurship Training

In collaboration with the Ministry of Youth, Mercy Corps conducted a 5-day financial literacy and entrepreneurship training for 30 youth (19 male, 11 female) in Berbera, Sahil region. Participants were drawn from local communities and SYLI- supported EBTVET centers. The objective of this training was to equip the youth with business skills that will help them start and run their own businesses. The training was officially opened by the regional Ministry of Youth officer who

emphasized the significance of training in relation to enhancing the self-employment opportunities for the youth. The trained youth are expected to prepare business proposals which will be reviewed for funding.

In preparation for similar trainings scheduled for the next quarter, Mercy Corps also identified IDP settlement in Borama (Sheikh Osman) and Berbera (Wadajir, Darole and Burao). Selected youth from these settlements will receive financial literacy, life skills and entrepreneurship trainings that will lead to business startup grants.

ii. Business Start-up Grants

This activity is linked to the entrepreneurship training described above. The youth who have undertaken the entrepreneurship training proceed to write and submit business proposals for funding under the SYLI program.

During the quarter, 30 youth (19 male, 11 female) youth from Hargeisa District prepared and submitted their business start-up proposals for review and consideration for funding. The proposals were subsequently reviewed by a panel comprising of Ministry of Youth, Ministry of Labor and the Chamber of Commerce representative based on an agreed upon criterion and 12 of the proposals recommended for funding. Cooperative agreements were signed with the youth and witnessed by the Ministry of Youth. A preliminary meeting was held with the finalists where the terms and conditions were discussed in readiness for disbursement of the first installment of \$500.

The grants will provide the beneficiaries with the opportunity to start and manage their livelihoods and prevent them from participation in risky activities.

PUNTLAND

2.1 Youth Access to NFE and Vocational Education

a) Non-Formal Education

I. Enrolment and Completion of Learners into NFE Centers

During this quarter, CARE in collaboration with NFE/TVET Department of MoE enrolled 520 NFE learners (29 male and 491 female) into seven NFE centers in five regions (Nugaal, Sanaag, Bari, Karkaar and Mudug). The NFE training will continue for six months and the training is expected to end on 31st March, 2014. The target beneficiaries are youth who did not get the opportunity to attend formal education. Table 10 gives the breakdown of the NFE enrolment as per region and disaggregated by gender.

Table 10: NFE Enrolment in Puntland

No	Region	# of NFE Centers	Male	Female	Total
Enrollment during the quarter					
1	Bari	1	0	80	80
2.	Karkar	1	0	80	80
3.	Nugaal	3	23	177	200
4.	Sanaag	1	0	80	80
5.	Mudug	1	6	74	80
	Total	7	29	491	520

II. Training of NFE Center Managers and Tutors

CARE in collaboration with the MoE conducted a five days training workshop for NFE tutors in Puntland in December 2013. The training focused on improving the pedagogical skills of NFE tutors. The main objective of the training was to build the capacity of the NFE tutors in terms of the relevant adult teaching practices that will enable them to deliver quality trainings. 14 NFE teachers (9

male and 5 female) participated in the training. The training workshop served both as capacity building and practice exercise to assist the NFE tutors to effectively deliver and manage quality NFE programs. At the end of the training the participants demonstrated the necessary skills required to carry out effective adult education trainings.

2.1.1 Technical Vocational Education and Training (TVET)

a) Training of Institute Based TVET Tutors

i. Life skills training for TVET and NFE tutors

During this quarter, CARE in collaboration with MoE conducted a 10-day ToT training on Life Skills, Entrepreneurship and Financial Literacy for NFE and TVET tutors in Puntland. The training was conducted in December 2013 and was attended by 28 tutors from the seven NFE and EBTVEET centers supported by CARE for NFE and TVET trainings. The training was facilitated by a local consultancy firm, Center for Research and Training (CRT) and was based on the above mentioned three modules.

During the training, the trainees were given skills on the effective design, delivery and selection of appropriate methods on learning methodologies. In the Financial Literacy modules the trainees were taken through basic concepts of savings, goal settings, group and case study on traditional Somali saving system, budgeting and small business and literacy. In the Entrepreneurship module the trainees were trained on essence of entrepreneurship, Introduction to an enterprise, setting up of an enterprise, business operation, sales and cost plan, investment and capital. In the Life skills module the participants were trained on personal leadership development, choosing to be pro-active, problem solving, interpersonal communication, conflict resolution, career planning, self-awareness and emotional intelligence. The last two days of the training was used to assist and train the participants on the delivery of the three modules through practice.

At the end of the training the participants developed an action plan of how they will transfer the knowledge gained to the youth in their respective center/regions.

b) Enrolment of Youth for Institute Based TVET

In the previous quarter, CARE in collaboration with the TVET department of the MoE enrolled 75 trainees into IBTVET training in Galkaio and Gardo VTCs for a period of nine months from June 2013 to February 2014. During this quarter, CARE in collaboration with the MoE has enrolled another 75 trainees for IBTVET training at Gardo VTC for nine months period from October 2013 to June 2014. The table 11 gives the IBTVET enrolment for the 150 trainees disaggregated by gender, skill and region.

Table 11: Distribution of trainees across the courses

Name	Region	# of Trainees	Course	M	F	Total
Galkaio VTC	Mudug	35	Office Management	5	15	20
			Electric	15	0	15
Gardo VTC	Karkaar	115	Office Management	5	20	25
			Electric	11	4	15
			Tailoring	0	55	55
			Computer	0	20	20
Total				36	114	150

c) Enrolment of Youth for Enterprise Based TVET

CARE in collaboration with the MoLYS enrolled 127 EBTVEET learners (60 male and 67 female) in seven EBTVEET centers in four regions of Nugaal, Bari, Karkaar and Mudug. The enrolment was preceded by a joint capacity assessment of the target EBTVEET centers.

d) Final Examination for the 1st Batch IBTVET Trainees

In the last quarter, 250 trainees completed the nine months IBTEVT training in four IBTVET centers in Puntland and CARE in collaboration with MoE conducted the final exams for all the 250 youth who completed the training. The examination was conducted and supervised by the MoE. Table 12 below show the completions disaggregated by course and region.

Table 12: IBTVET completion in Puntland

Center	# of Trainees	Town/Region	Course	Total
Garowe VTC	45	Garowe/Nugaal	1. Auto Mechanic	22
			2. Office Management	23
Qardo VTC	45	Gardo/Karkaar	1. Electric	15
			2. Office Management	30
Galkaio VTC	80	Galkaio/Mudug	1. Accounting	25
			2. Electrical Installation	15
			3. Office Administration	25
			4. Auto Mechanic	15
Bosasso VTC	80	Bosasso/Bari	1. Tailoring	19
			2. Beauty Saloon	18
			3. Office Management	15
			4. Electric	17
			5. Auto Mechanic	11
Total				250

MOGADISHU**a) Non-Formal Education****i) Enrolment of Learners into NFE Centers**

A total of 280 learners (139 female and 141 male) were selected and enrolled into seven NFE centers. The seven centres are the same ones that CARE had worked with before and the NFE learners will undertake the NFE training for a period of six months from December, 2013 to May 2014. Table 13 gives the breakdown of the training disaggregated by center and gender.

Table 12: NFE enrolment in Mogadishu

No	Name of the Centre	Location	No. of students		Total
			Male	Female	
1	Somali Centre for Women Empowerment (SOCWE)	Hodan (Talex)	20	20	40
2	WARDI	Wadajir	20	20	40
3	KAASHIF Development Initiatives	Xamar	20	20	40
4	Mogadishu Technical and vocational training Centre	Hodan (Talex)	20	20	40
5	Support Action for community	Hodan	20	20	40
6	Somali Youth League II (SYLII)	Hodan-Taleh	20	20	40
7	Action peace for Human Development organization (APHDO)	Waberi	21	19	40
Total			141	139	280

b) Technical Vocational Education and Training

CARE in collaboration with the Directorate of Labor, Youth and Sports (DoLYS) and all the selected seven centers enrolled 264 youth (129 male and 135 female) for various vocational skills training in Mogadishu. The training will be for a period of six months from December 2013 to May 2014. Table 13 gives the summary of the trainees disaggregated by gender, skills and center.

Table 13: IBTVET enrolment in Mogadishu

No	Name of the Centre	Location	Type of skills offered	Male	Female	Total
1.	Somali Centre for Women Empowerment (SOCWE)	Hodan (Talex)	Electric Installation, Tie and Dye	19	20	39
2.	WARDI Vocational Skill Training Centre	Wadajir (Bulaxubey)	Electric installation, beauty salon	19	20	39
3.	KAASHIF Development Initiatives	XamarJajab/Hodan District	Electric installation, beauty salon	19	20	39
4.	Mogadishu Technical and Vocational Training Centre (MTVT)	Hodan (Talex)	Electric installation, Tailoring	18	21	39
5.	Support Action for Community (SAC)	Hodan (Talex)	Electric installation, beauty salon	18	18	36
6.	Somali Youth League II (SYLII)	Hodan (Talex)	Mechanics, Tailoring	18	18	36
7.	Action peace for Human Development organization (APHDO)	Waberi	Tailoring	18	18	36
Total				129	135	264

iii) Linkages with private sector and support networks

i) Internship/apprenticeships for youth

During the quarter, 100 interns completed their three month internship program from six different business enterprises. Table 14 below shows the internship completion disaggregated by gender and skill areas.

Table 14: IBTVET enrolment in Mogadishu

No.	Name of the company	Location	Skill offered	Male	Female	Total
1.	Salxado Beauty Salon	Howlawadag	Henna and Beauty Salon	0	20	20
2.	Deydo Garage and Car Repair	Dabka-Waberi	Auto-mechanic	20	0	20
3.	Somali Energy	Wadajir	Auto-electric	10	0	10
4.	Isra Construction Co. & Service Center	Wadajir	Tailoring	0	15	15
			Carpentry	10	0	10
5.	Idman Beauty Salon	Wadajir	Beauty Salon and Henna	0	10	10
6.	EgalGeneralMechanics and Brick making	Wadajir	Brick making	7	0	7
			Metal work	8	0	8
Total				55	45	100

GALMUDUG

Outcome 1: 15,000 Youth access NFE and Vocational Education

Non-formal Education

i. Assessment and Enrolment of Learners into NFE Centers

During FY13, the SYLI team in collaboration with MoE NFE department conducted general NFE Centers assessment for 8 centers in Galmudug out of which five were selected for support. During the reporting period, Mercy Corps in collaboration with the MoE NFE Department enrolled 308 youth (30 males and 278 females) for a six month basic numeracy and literacy program. The selected youth are those who missed the formal schooling during their childhood.

The NFE centers receive institutional grant of \$220 per month from the program to cater for the incentives of the tutors and the centers' administrative support costs.

ii. Training of NFE Center Managers and Tutors

Mercy Corps in collaboration with MoE conducted 5-day training for 20 (11 male, 9 female) NFE center managers and tutors. This was informed by the findings of a joint assessment with MoE that revealed Tutors and center managers lacked basic teaching and management knowledge and skills. The training was held in Galgacyo and focused on building the capacity of the participants in; basic teaching methodologies, record keeping, reporting, and general management of NFE centers.

iii. Teaching and Learning Material for NFE Centers

Mercy Corps in collaboration with MoE distributed Teaching and Learning Materials (TLM) to the five NFE supported centers with the aim of supplementing the effort of these Centers as well as reducing cost for learners from vulnerable households. The items distributed include exercise books, pens, Pencils, Sharpeners, Rulers, Chalk and Rubber.

Youth ability to access livelihood opportunities increased

iii. Life Skills Training

Mercy Corps in collaboration with MoYSL conducted five day life skills and entrepreneurship training for 22 youth (13 M, 9 F) in the region. These youth were selected from a group of 52 who were previously trained on life skills and financial. The training was meant to provide trainees with entrepreneurship and life skills in order to increase their competencies and confidence, improve self-employment potential and enhance their communication and inter-personal skills.

The trained youth have prepared and submitted business proposals which are currently being reviewed by Mercy Corps and MoLYS for funding. The successful proposals will be funded in the next quarter. The youth have prepared group business proposals as opposed to the individual and this was based on their perception that the individual allocation may not enable them penetrate the market.

Four groups submitted their proposals with two groups planning to venture into retail shop (basic commodities and other varieties), while the other two submitted plans for fast food restaurant, and photocopy and printing services.

RESULT 3: YOUTH EMPOWERED TO CONTRIBUTE POSITIVELY AND PRODUCTIVELY TO SOCIETY

This result area is being implemented by two National Organizations with Mercy Corps providing technical support. The organizations are the Somaliland National Youth Organization (SONYO) in Somaliland and Mudug Development Association Network (MUDAN) in Puntland.

SOMALILAND

a) Advocacy

During the quarter, Mercy Corps organized a one-day advocacy planning workshop for 20 members (14 male, 6 female) of Borama taskforce to identify critical issues for advocacy. The youth identified the need for introduction of sign language course in universities to support deaf students complete their studies and advocacy for promotion of recreation activities for youth to develop talents and prevent them from distractive behavior. A similar session was organized for another 20 youth (15 male, 5 female) from Sahil where the youth identified high cost of electricity in Berbera town and lack of employment for youth in the area as critical issues that required advocacy. These issues will be implemented in the next quarter.

Mercy Corps also participated in the international disability day celebrations organized by the Ministry of Labor and Social Affairs, and the Somaliland National Disability Forum. The function was attended by several NGOs, UN agencies and other government ministries and departments. Mercy Corps supported the visibility component of the event mainly the bill boards and t-shirts with messages to sensitize the public on the plight of the disabled. The theme of the celebration was **'Break Barriers: Opens Doors for Inclusive Society for All'** and the forum was used to advocate for the consideration of the deaf in the design of educational programs in the country. The president, who was the guest of honor, distributed 150 wheelchairs to disabled people.

b) Community Service Action Events

In the previous year, Mercy Corps supported GCC youth in Hargeisa, Berbera and Borama designing community service projects worth \$1000. The three proposals were funded by Mercy Corps during the reporting period and the youth implemented the planned projects. In Hargeisa, the youth conducted awareness raising on illegal migration that is on the rise with youth migrating to Europe in search of better lives. The event involved speeches and talks on the dangers of illegal migration by government leaders including Ministry of Youth representatives and a sports for change (football competition) to that was meant to attract and sensitize the youth on the dangers of illegal migration. In Borama, the youth conducted 3-day peer to peer training for 20 youth from 5 secondary schools in Borama which included 3 Mercy Corps supported schools. The objective of the training was to sensitize the youth on the concept and values of citizenship, how to solve conflicts and volunteerism. The training was conducted by volunteer GCC youth. In Berbera, the youth led the communities in 4 districts of Berbera in planting trees to preserve the environment. 320 tree seedlings were distributed and planted by selected families. The families will take care of the trees till they grow.

In his remarks, the Ministry of Youth said, *"This is the first time I see youth planting trees. I encourage youth to continue with these kind activities to raise their profile in the community and also to solve some of the issues no one takes notice of."*

c) Sports for Change for in-school Youth

During the quarter, Mercy Corps in collaboration with the Ministry of Education conducted an assessment of 6 supported schools in Hargeisa to determine the existence of sports teams and the extent to which they participate in sports, availability of sports material and other facilities and the kind of sports that can be implemented. The assessment revealed a complete lack of sports material and other facilities and lack of sports programs in schools.

Following on the findings of the assessment, Mercy Corps together with SONYO and regional education offices mobilized secondary schools in Gabiley and Baligubadle districts for school based sports for change events. 2 teams (1 for boys and girls in each school) were formed and patrons identified. This was followed by a 5 days training of the schools' sport patrons, referees and head teachers from Farah Nur and Century Secondary Schools, MoE, and MoYS&T representatives. The training equipped the participants with knowledge and skills on planning and implementing effective

sports for change activities. The training areas included the importance of sports, importance of extra-curricular activities in schools, duties of coaches and referees, sport code of conduct, training of sport teams and organizing sports tournament.

After the training, sports for change event involving football competition for boys and poetry, songs and debates for girls were organized for 2 schools (Farah Nur and Century) in Baligubadle. During the events, messages about prevention of AIDS were passed through speeches and banners. HIV/AIDS was identified as serious threat due to the prevalence in neighboring country. The winning teams awarded in form of educational material like books, pens and school bags.

The event was attended by the Deputy Governor, the REO, DEO, parents and teachers and community members. About 570 youth attended the event.

PUNTLAND

a) Peer to Peer Training of youth leaders on civic participation

5 days peer to peer training was implemented in Badhan town, Sanaag region for 20 (11F:8M) youth. The training was organized by the youth leaders in the region with close collaboration of Mudan and Mercy Corps. The aim of the training was to equip the youth with civic participation and advocacy skills. The training was officially opened by the Mayor of Badhan and MoLYS Director of youth who encouraged the youth to take active role in offering services to their communities and participate actively in various relevant forums.

b) In school sport for change tournament

Mudan conducted 5 day inter-school sports for change tournament, aimed to raising youth awareness on the dangers of illegal immigration in Qardho. About 600 youth attended the event. During the event, the youth were sensitized about the illegal immigration through speeches delivered by the government officials and the messages on banners and t-shirts.

c) Commemoration of International day of the girl

Mercy Corps GCC team organized an one-day event for the commemoration of the International day of the girl – 11th October. The event with the theme of “the challenges facing young girls in Somalia in accessing and completing formal education” was led by the existing SYLI structures, mainly the Women council and the Girls empowerment forums. The event aimed at enhancing and improving the understanding on girl related education issues. Apart from the speeches made by the WCGCE and GEF leaders, other activities carried out include drama/roles plays by girls, screening a girl awareness raising documentary (Nepal case) on a case quite similar to the theme of the event and a quiz on girl education related issues.

d) Cultural exchange between the Puntland and USA Youth Through Video

During the quarter, CARE in collaboration with the Global Nomad Group (GNG) organized a two day video conference between youth in US, Pakistan and Somalia. The event focused on “Gun Violence”. During the event, the youth shared their respective experience with gun violence and its impact on their lives and communities. They also shared how their personal experiences shape their perspectives. The conference was aired on Google Hangout and online-viewers had the opportunity to ask questions and get feedback from the youth participants. The recorded program can be accessed at: <https://plus.google.com/u/0/109565674376618689920/posts>

MOGADISHU

a) Training of Youth Leaders on Civic Participation

Mercy Corps, in collaboration with the Directorate of youth, sports and Labor, (DoYS&L) conducted five-day training for 40 youth (24 male, 16 female) in Mogadishu. The trainings focused on introduction of the GCC curriculum and action event planning and were facilitated by TOTs from

DoYS&L. At the end of the training, participants developed action plans to implement in their respective regions. The purpose of the training was to help youth understand advocacy and increase their knowledge and skills on advocacy and lobbying. The participants discussed how to create networks and coalitions, and developed detailed action plans based on community service action projects.

b) Sports for Change

Mercy Corps and Directorate of Youth Sports and Labor (DoYS&L) jointly conducted a 10-day football tournament for eight teams from eight different districts in Mogadishu. The tournament was intended to facilitate cohesion and integration and promote productive utilization of leisure time by the youth. In addition, the forum was used to sensitize youth against deviant and dangerous acts like, extremism, illegal migration and drug abuse. The tournament captured the interest and attention of many youth in Mogadishu as participating teams were from all the eight districts Mogadishu/Banadir region. About 1500 youth participated as players and spectators.



Two different teams and the sports officials preparing to start off the tournament

c) Peer to peer training

As part of civic engagement, Mercy Corps, in collaboration with DoYS&L trained 50 youth (31 male and 19 female) through peer to peer training, in two separate trainings of 25 youth each. The peer to peer trainings were facilitated by trained Global Citizen Corps youth leaders.



Left: Youth having group discussion during peer to peer training. Right: The peer to peer trainees having a session with the MC East Africa Regional Program Director.

LESSONS LEARNED

Due to the high number of primary school children in Mogadishu, the Directorate of Education is trying to convert some of the renovated secondary schools into Primary schools. Although the Government has assured the SYLI team that this is a temporary measure and that the children will be transferred to the nearby primary schools once completed, there is no timeline and there is a danger of the schools remaining under primary use for a very long period of time.

The public private sector networking forums have raised the youth profiles with the different business enterprises in Somaliland and some enterprises have already absorbed the TVET graduates with some making commitments to do so in future.

Some of the supported secondary schools in Somaliland experienced a decline in enrolment compared to the previous year with most of them citing the illegal migration of youth to Europe and Middle East Countries as the main reason for the decline in enrolment. Contrary to this, most of the supported secondary schools in Puntland experienced increased enrolments with most schools citing improved school environments as the main reason for the increased enrolments.

INDICATOR TRACKING TABLE

Objective	Indicator	Baseline value	Program target	YR3 target	Q1 Target	Quarter l achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
IR1: Students have increased access to formal secondary education through construction and/or rehabilitation of 50 schools	I.1.1 Number of classrooms built or repaired with USG assistance	0	200	96	16	8		105	
	I.1.2 Number of other types of structures constructed or rehabilitated	0	250	132	20	16		152	
	I.1.3 Number of learners enrolled in USG supported secondary education or equivalent non-school based setting with USG support	0	25,000	10,000	3,000			10,611	4,350
	I.1.4 Percentage of learners who have completed their grade	n/a	85	85	n/a	99%	94%	99%	94%
	I.1.5 Percentage of female learners who have completed their grade	TBD	80	80	n/a	94%		94%	
	I.1.6 Percentage increase in secondary enrolment in USG supported secondary schools	0	5	n/a	0	0		0	
	I.1.7 Percentage of USG supported schools or learning spaces meeting criteria for safe school programs	0	60%	0	0	0		0	
IR1.2: Quality of secondary education enhanced through training of teachers	I.2.1 Number of teachers /educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	1900	260	0	0	0	132	0
	I.2.2 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	0	100	50	0	0		0	
	I.2.3 Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	0	15,000	14,000	3,700	2,134		3,948	
	I.2.4 Percentage of teachers who demonstrate core teaching competencies	TBD	61%	0	0	0		0	
	I.2.5 Percentage change in community perception of quality of secondary education								
	% satisfied with positive perception on teacher performance	58%	68%	n/a	n/a	n/a		n/a	
	% satisfied with positive perception on teaching and learning materials	9%	29%						
	% satisfied with positive perception on school infrastructure	13%	33%						
IR1.3: Management of secondary education improved through	I.3.1 Number of administrators and officials successfully trained with USG support	0	390	209	0	0	0	27	3
	I.3.2 Percentage of Schools visited and supported by education officials	n/a	60%	n/a	n/a	n/a		n/a	
	I.3.3 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	n/a	5	0	0	0		0	

Objective	Indicator	Baseline value	Program target	YR3 target	Q1 Target	Quarter l achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
capacity building of regional education officials	1.3.4 Percentage change in community perception of schools' organization and management	77%	85%	n/a	n/a	n/a		n/a	
IR1.4: Somali ownership of education services strengthened in target schools	1.4.1 Number of Parent Teacher Association or similar school governance structures supported	0	50	7	3	0		50	
	1.4.2 Percent schools with School Improvement Plans being implemented	0	60%	0	n/a	n/a		n/a	
IR2.1: Youth have access to NFE and vocational education	2.1.1 Person hours of training completed in workforce development supported by USG assistance	0	3,000	1,540	400	217		825	
	2.1.2 Number of persons completing Non-Formal Education training programs	0	12,000	3,440	1020	175	465	772	2,209
	2.1.3 Number of Technical Vocational Education Training centers rehabilitated	0	7	1	0	0		1	
IR2.2: Standardization and certification of technical vocational education training improved	2.2.1 Number of Technical Vocational Education Training centers certified to provide official training and/or certification	0	100%	0	0	0		0	
IR2.3: Youth ability to access livelihood opportunities increased	2.3.1 Number of Youth who have completed business skills training	0	1100	920	400	0	0	95	55
	2.3.2 Number of Youth supported with business startup grants	0	1102	578		5	5	21	10
	2.3.3 Percent of new Youth-owned businesses supported by the program which are in operation one year later	0	60%	n/a	n/a	n/a		n/a	
	2.3.4 Number of people gaining employment or better employment as a result of participation in USG funded workforce development program	0	900	500	100	0	0	0	0
IR2.4: Linkages with private	2.4.1 Number of workforce development initiatives completed as a result of USG participation in public-private partnership public-private partnership	0	800	500	100	55	45	168	132

Objective	Indicator	Baseline value	Program target	YR3 target	Q1 Target	Quarter l achieved		Cumulative achievement to-date	
						Male	Fem	Male	Female
sector and support networks improved	2.4.2 Number of Youth who are benefiting from apprenticeship/internship program	0	1800	500	100	55	45	168	132
	2.4.3 Number of businesses or institutions responding to incentives for incorporating at-risk/marginalized youth	0	25	40	1	6		40	
IR3.1: Civic participation increased for youth to network and dialogue	3.1.1 Number of youth who have completed USG-assisted civic education training programs	0	150	30	0			123	75
	3.1.2 Number of recreational events organized for youth	0	20	6	0	2		4	
	3.1.3 Number of people attending facilitated events that are geared toward strengthening understanding among conflict-affected groups that were supported with USG assistance	0	50,000	0	0				
	3.1.4 Number of community mobilization and service events initiated and carried out by youth	0	50	32	8	0		21	
IR3.2: Youth-led-advocacy efforts strengthened to influence policy decisions	3.2.1 Number of action campaigns carried out by Youth	0	8	4	1	0		0	
	3.2.2 Percent youth who feel they have a voice in community and local government decision making								
	% with influence at family	92%	92%	n/a	n/a	n/a		n/a	
	% with influence on community leaders	68%	73%						
	% with influence on Local Government leaders	50%	60%						

IV. MONITORING

a) Joint Monitoring of Pre-service teacher training

Mercy Corps and MOE conducted a joint monitoring visit to Armoud University to assess the ongoing pre-service teacher training of 50 trainees and ensure that the program was on schedule and that the university was giving the trainees adequate support and mentorship. During the visits, the monitoring teams held separate talks with the trainees and encouraged them to work hard and also find out from them their feeling about how the program is being implemented.

b) Data collection and analysis of school enrolment data

The supported schools were facilitated to collect and submit enrolment data for the current (September 2013/June 2014) school calendar year. The analysis of the data has shown mixed results with the supported Puntland Schools registering increased enrolments with most of the Somaliland schools registering decreased enrolments. As explained in the report, the increase in Puntland enrolment has been attributed to the SYLI contribution in improving the school environment while the decrease in Somaliland has been attributed to the illegal migration of youth to Europe and Middle East countries.

V. PROJECT ADMINISTRATION

Constraints and Critical Issues

Due to the high demand for primary education in Mogadishu and south Somalia, the Directorate of Education has indicated plans to temporary convert the rehabilitated secondary schools in to primary schools, a move that will interfere with the timely achievement of the program objectives.

The operationalization of the rehabilitated secondary schools in Mogadishu and South Central will be challenging as the Federal Government has indicated that they are not yet in a position to meet the payment of teachers and other school running costs yet these are not within the scope of SYLI. If the completed schools are handed over to the Government without a clear operationalization plan, the Directorate of Education may turn those schools to Primary Schools due to the high demand for the primary education.

There is a strong push from MoE Somaliland for the reconstruction of Bursaide Secondary school yet Mercy Corps' previously implemented SEEDS Program had already constructed a secondary school nearby. The proposed reconstruction work is also costly and is currently beyond the program budget not unless the program receives an additional funding.

Personnel

There were staff changes during the quarter.

Contract Modifications and Amendments

There were no modifications during the quarter except for the three done during the first year of implementation.